**State, ACT, and Common Core Standards Alignment**

**Physical Fitness**

Standards to Use for Common Benchmark Assessment Development

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
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| 4.1 identify and define concepts of physical fitness | Identify clear cause-effect relationships in uncomplicated passages | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text |
| 4.2 identify the anatomy and the functions of the muscular, skeletal and cardiovascular systems. | Locate important details in uncomplicated passages. Make simple inferences about how details are used in passages | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain |
| 4.3 describe and apply principles related to physical activity. | Identify clear cause-effect relationships in uncomplicated passages | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text |
| 4.4 apply proper safety practices when participating in physical activity. | Locate important details in uncomplicated passages. Make simple inferences about how details are used in passages | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain |
| 4.5 analyze and engage in physical activities that are developmentally appropriate and support achievement of personal fitness and activity goals. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 4.6 list the health problems associated with inadequate levels of health-related fitness. | Infer the main idea or purpose of more challenging passages or their paragraphs | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text |
| 4.7 distinguish between facts and fallacies as related to fitness products, services and marketing. | Infer the main idea or purpose of more challenging passages or their paragraphs | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 4.8 discuss the social, emotional, physical and mental benefits associated with participation in physical fitness activities. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
| 4.9 identify resources and facilities in the community that promote physical fitness and | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. |
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State, ACT, and Common Core Standards Alignment

**Disease Prevention and Control**

Standards to Use for Common Benchmark Assessment Development

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
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| 1.1 differentiate communicable and non-communicable diseases. (Linkage: 6.8) | Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model | Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| 1.2 determine heredity, environmental and lifestyle factors which place the student at risk for disease. | Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem |
| 1.3 describe different types of pathogens and how they affect health. | Understand the methods and tools used in a moderately complex experiment | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem |
| 1.4 explain causes, modes of transmission, signs and symptoms, treatments and prevention of Communicable diseases (e.g., STIs, HIV/AIDS, mononucleosis). | Understand the methods and tools used in a moderately complex experiment | RH Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. |
| 1.5 explain causes, signs and symptoms, treatments and prevention of non-communicable diseases (e.g., obesity, Type I and Type II diabetes, asthma, heart disease) | Understand the methods and tools used in a moderately complex experiment | RS Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 1.6 identify appropriate community agencies providing resources for disease treatment, information and support (e.g., local health department, American Red Cross, American Lung Association, American Heart Association, American Cancer Society, local Crisis Pregnancy Center). | Understand the methods and tools used in a moderately complex experiment | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 1.7 recognize the need for annual physical exams. | Identify the central idea or main topic of a straightforward piece of writing  Determines relevancy when presented with a variety of sentence-level details | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
| 1.8 identify the physician as a community resource and discuss ways to locate a physician. | Solve word problems containing several rates, proportions, or percentages. Solve word problems containing several rates, proportions, or percentages | Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. |
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**State, ACT, and Common Core Standards Alignment**

**Mental, Social, and Social Health**

Standards to Use for Common Benchmark Assessment Development

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
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| 2.1 identify and describe Maslow’s Hierarchy of Needs. | Identify the central idea or main topic of a straightforward piece of writing | Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information |
| 2.2 describe characteristics of mental, emotional and social health. | Identify the central idea or main topic of a straightforward piece of writing | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |
| 2.3 identify various emotions and their effects on the mind and body. | Identify the central idea or main topic of a straightforward piece of writing | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |
| 2.4 explain how to develop and maintain a positive self-concept and high self-esteem. | Identify the central idea or main topic of a straightforward piece of writing | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 2.5 list the factors that affect personality development. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences |
| 2.6 recognize stressors and formulate personal stress management techniques. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |
| 2.7 identify and practice coping, negotiation, delaying and refusal skills. | Summarize basic events and ideas in more challenging passages | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences |
| 2.8 describe stages of the grief process. | Summarize basic events and ideas in more challenging passages |  |
| 2.9 identify positive ways of resolving interpersonal conflict. | Summarize basic events and ideas in more challenging passages | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences |
| 2.10 recognize the signs of potential suicide. | Translate information into a table, graph, or diagram | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation |
| 2.11 examine characteristics of mental disorders. | Summarize basic events and ideas in more challenging passages | Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation |
| 2.12 identify community resources providing information for mental health and suicide prevention. | Identify the central idea or main topic of a straightforward piece of writing | Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. |

**State, ACT, and Common Core Standards Alignment**

**Safety and First Aid**

Standards to Use for Common Benchmark Assessment Development

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
| --- | --- | --- | --- |
| 5.1 identify hazardous and life-threatening situations and the consequences of each. | Summarize basic events and ideas in more challenging passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 5.2 explain how individual attitudes and behaviors affect personal safety and the safety of others. | Summarize basic events and ideas in more challenging passages | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 5.3 identify and demonstrate the skills necessary in responding to medical emergencies. | Summarize basic events and ideas in more challenging passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 5.4 describe and demonstrate proper first aid techniques for common injuries. | Summarize basic events and ideas in more challenging passages | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 5.5 identify and demonstrate the steps for aiding a choking victim. | Summarize basic events and ideas in more challenging passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 5.6 explain and demonstrate the steps used in administering Cardiopulmonary Resuscitation (CPR), rescue breathing and the use of an Automated External Defibrillator (AED). | Summarize basic events and ideas in more challenging passages | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
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**State, ACT, and Common Core Standards Alignment**

**Sexuality and Family Life**

Standards to Use for Common Benchmark Assessment Development

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
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| 6.1 define the aspects of positive relationships (e.g., family, dating, friendship, professional, community). | Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
| 6.2 examine the influence of families, cultural traditions and economic factors on human development (e.g., personality, values, sexuality, self-esteem). | Draw simple generalizations and conclusions using details that support the main points of more challenging passages | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |
| 6.3 describe gender differences, expectations and biases often encountered in today’s society and compare them to the past. | Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
| 6.4 explain human reproduction (i.e., male and female reproductive systems, pregnancy). | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 6.5 Recognize the skills necessary for maintaining reproductive health (e.g., self- examinations, annual doctor visits, prenatal care). | Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
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| 6.6 recognize abstinence from all sexual activity as a positive choice. | Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
| 6.7 identify and practice skills needed to resist persuasive tactics regarding sexual activity. | Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |
| 6.8 identify the potential outcomes of engaging in sexual behaviors (e.g., pregnancy, STIs including HIV/AIDS, emotional)., | Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |
| 6.9 compare various contraceptive methods. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 6.10 identify short-term and long-term effects of sexual harassment and date rape. | Identify clear cause-effect relationships in uncomplicated passages | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |
| 6.11 discuss the alternatives of an unplanned pregnancy (e.g., adoption, single parenting, marriage, abortion). | Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
| 6.12 discuss the consequences associated with teen pregnancy (e.g., physical, mental, emotional, social, economical). | Draw simple generalizations and conclusions using details that support the main points of more challenging passages | Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. |
| 6.13 examine the lifelong responsibilities and requirements of parenthood. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text |

**State, ACT, and Common Core Standards Alignment**

**Nutrition**

Standards to Use for Common Benchmark Assessment Development

| ***Tennessee Standards*** | **ACT Standards** | **Common Core Standards** | |
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| 3.1 identify the six classes of nutrients and describe their functions. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| 3.2 evaluate personal nutritional and energy needs. | Compare or combine data from a simple | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| 3.3 compare and contrast dietary guidelines | Compare or combine data from a simple | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| 3.4 identify the relationship between healthy eating and total wellness. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 3.5 discuss eating disorders and their effects on the total wellness of the individual. | Compare or combine data from a simple | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| 3.6 assess personal daily dietary practices to each of the categories to the current USDA Food Guide Pyramid. | Identify clear relationships between people, ideas, and so on in uncomplicated passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 3.7 interpret information provided on food labels. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| 3.8 identify “fad diets” and their impact on total wellness. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| 3.9 describe food safety including food storage, cooking and sanitation. | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| 3.10 identify factors that influence food choices (e.g., culture, family/friends, advertising, time and money, emotions, taste, spiritual beliefs). | Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| 3.11 examine the relationship between diet and disease (e.g., obesity, hypertension, diabetes, elevated cholesterol levels). | Identify clear relationships between people, ideas, and so on in uncomplicated passages | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |